|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): October 3 – 7; October 10**  **Week 6** | | | |
| **Curriculum Area:** | Students will identify the differences between a fiction and nonfiction book on the same topic for the week. This lesson will integrate science, social studies, and technology. | | | | | | **I Can Statements /Learning Targets**  **I can describe books that tell stories. I can describe books that give information. I can ask and answer questions about key details in a text.** | | | |
| **Common Core Standards & Essential Standards** | **RL1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RI1.5** Know and use various text features to locate key facts or information in a text. **RF1.3b** Decode regularly spelled one-syllable words. **W1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **SL1.1c** Ask questions to clear up any confusion about the topics under discussion. | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **How are types of texts different from one another?** | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) | | **Technology Standard TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information** | | | |
| **Vocabulary:**  Academic/Content | Sight words and vocabulary from text | | | | | | | | | |
| **Daily Five Activities** | **Read to Self**  Students need to have a large variety of leveled informational texts, probably a level or two below their fiction level to ensure readability. | **Read To Someone**  Students will read with partners, distinguish between fiction/narrative text and nonfiction /informational texts. Provide question cards. | | | | **Listen to Reading**  Offer nonfiction  /informational selections for students to enjoy during this unit. | | **Word Work**  \*Sentence structure  \*Word study  \* Practice letters/words | | **Work on Writing**  Sentence writing  Written response |
| **Monday**  **Subject Integration:**  Choose fairy/folk tales this week as your read aloud. Focus more on informational text for comprehension  Create a nonfiction text about yourself the teacher and label it. Share that with the class. | **Whole Group**  **Read Aloud**-The Frog Prince  **Comprehension-** Look for an informational text for today  What are the features in this book that is different from a fairy tale? Create a chart.  **Daily 5**- Review I Chart for Read to self. WOW I Charts and choose Good Fit book  **Writing**-Narrative writing | | | **Small Group**  Guided Reading groups based on data  Group1  Group2  Group3 | | | | | **Independent Work**  Daily Five Centers  Writing-Continue with narrative writing  **Daily Five**   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading | |
| **Tuesday**  **Text features will be taught in different six weeks so increase the complexity as the year progresses.** | **Whole Group**  **Read aloud**:  **Comprehension**: Only focus on a couple of text features at this juncture.  **Word Works**: features of a sentence  **Daily 5**-Good Fit Book chart/WOW  **Writer’s Workshop**: Celebrate student writing | | | **Small Group**  Guided Reading  Group1  Group2  Group3  **Student Engagement-**  Use sticky note labels strips for students to identify text features. | | | | | **Independent Work**  Students who are able to use the Venn diagram may write what they find out from both books or copy from the whole class chart. This can be done individually or with a partner on large chart paper.  **Daily Five**   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading | |
| **Wednesday**  **Subject Integration: Science** | **Whole Group**  **Read Aloud**  **Comprehension:** Continue with text features appropriate for this time period  **Word Works/Grammar** | | | **Small Group**  Guided Reading  Group1  Group2  Group3  **Student Engagement-**  Cooperative learning- identify a text feature | | | | | **Independent Work**  **Daily Five**   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Continue with informational text  Use a graphic organizer to find the text features you want to focus on or will assess . | | | **Small Group**  Guided Reading with leveled text  Group1  Group2  Group3 | | | | | **Independent Work**  Daily Five Centers | |
| **Friday**  **Subject Integration:**  Assess using a nonfiction text | **Whole Group**  Review non-fiction  features  Weekly assessments | | | **Small Group**  Group 1  Group 2  Group 3 | | | | | **Independent Work**  Daily Five Centers  Weekly assessments | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Materials and Resources:** [**http://www.scholastic.com/teachers/lesson-plan/finding-nonfiction-features**](http://www.scholastic.com/teachers/lesson-plan/finding-nonfiction-features)  [**http://www.readtennessee.org/teachers/common\_core\_standards/1st\_grade/reading\_informational\_text/ri15.aspx**](http://www.readtennessee.org/teachers/common_core_standards/1st_grade/reading_informational_text/ri15.aspx)  [**https://www.teacherspayteachers.com/Product/Responding-to-Nonfiction-An-Informational-Text-Graphic-Organizer-441071**](https://www.teacherspayteachers.com/Product/Responding-to-Nonfiction-An-Informational-Text-Graphic-Organizer-441071)  [**http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/03/04/nonfiction-reading-graphic-organizers/**](http://www.thecurriculumcorner.com/thecurriculumcorner123/2013/03/04/nonfiction-reading-graphic-organizers/)  [**http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/11/12/reading-informational-text-for-beginning-readers/**](http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/11/12/reading-informational-text-for-beginning-readers/)  **Assessment: Teacher made assessments** | | | | | | | | | | |